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ABSTRACT

Based on the belief that discipline problems reflect poor relationships and must be resolved in a social context, this book provides teachers with a framework which enables them to relate more effectively with students. Following a preface, the volume is organized into 11 chapters: (1) "A New Tradition in Classroom Management"; (2) "Psychological Framework for Understanding Student Behavior"; (3) "The Goals of Classroom Misbehaviour"; (4) "How Teachers Can Identify the Goals of Student Misbehaviour"; (5) "Encouragement: The Subtle Giant"; (6) "Development of Responsibility in Students: Self-Discipline"; (7) "Group Dynamics: Integrating a Class"; (8) "Mastery Learning: A Preventative Approach to Discipline"; (9) "Adolescence"; (10) "Teacher Stress: A Cognitive View"; and (11) "Conflict Resolution in Teaching." (LL)

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